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ABSTRACT

This is the final report of a Calcasieu (Louisiana) Title III project which provided 14 special classes for 297 elementary grade children with learning difficulties over a 2-year period. Project objectives included reducing the number of children scoring poorly on reading, arithmetic, and spelling achievement tests, and increasing the holding power of the special classes. Statistics are provided which show all objectives to have been met at or beyond criterion levels. Inservice teacher training objectives of provision of 10 days of inservice training and significant improvement in teachers' knowledge of learning difficulties as measured by a local examination were also accomplished. The report provides information on a study of teacher attitudes toward the project, a copy of the questionnaire used in the teacher attitudes study, a copy of the locally prepared inservice training examination, a report of teacher opinions of the inservice workshop, and a copy of the self-evaluation and project nomination form. Also provided are data on the effectiveness of the project as a demonstration. (DB)

ED 091888

CLASSES FOR CHILDREN WITH LEARNING DIFFICULTIES

(P.L. 89-10 Title III)

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End of Project Report

Submitted by:

Calcasieu Parish School Board
1724 Kirkman Street
Lake Charles, Louisiana 70601

Prepared by

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EC062045

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SECTION A

STATISTICAL REPORT

PART I
STATISTICAL REPORT

Elementary and Secondary Education Act, Title III, P.L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check One)

a. ☐ INITIAL APPLICATION FOR TITLE III GRANT

b. ☐ APPLICATION FOR CONTINUATION GRANT - If Application for Continuation Grant is preceded by Operational Grant, give:

1. Grant Number _____

2. Period: From _____ To _____

c. ☒ END OF PROJECT REPORT
Project Number 28-716042-2

2. PROJECT TITLE (5 Words or Less)

CLASSES FOR CHILDREN WITH LEARNING DIFFICULTIES

3. NAME OF APPLICANT (Local Educational Agency)

CALCASIEU PARISH SCHOOL BOARD

4. ADDRESS (Number, Street, City, State, Zip Code)	5. NAME OF PARISH
1724 Kirkman Street Lake Charles, Louisiana 70601	Calcasieu
	6. CONGRESSIONAL DISTRICT 7th

7. NAME OF PROJECT DIRECTOR	8. ADDRESS (Number, Street, City, Zip CODE	PHONE NUMBER 433-6321 AREA CODE 318
Ray D. Molo	1724 Kirkman Street Lake Charles, Louisiana 70601	

9. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type or print)	10. ADDRESS (Number, Street, City, Zip Code)	PHONE NUMBER 433-6321 AREA CODE 318
Paul J. Moses	1724 Kirkman Street Lake Charles, Louisiana 70601	

11. POSITION OR TITLE

Superintendent of Schools

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED

12. MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL ADA // OR ADM // EXPEND. OF NON-FEDERAL FUNDS (Check one)

a. SECOND PRECEDING YEAR FISCAL YEAR ENDING JUNE 30, 1971 $ 525
b. PRECEDING YEAR FISCAL YEAR ENDING JUNE 30, 1972 $ 620
c. ESTIMATED CURRENT BUDGETED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1973 $ 667

13. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED 7th

14. TOTAL NUMBER OF LEA'S SERVED 1

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT

1.		Previous Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
a.	Initial Application or Resubmission	28-716042-1	7 - 1 - 71	6 - 30 - 72	$ 204,700
b.	Application for First Continuation Grant	28-726042-2	7 - 1 - 72	6 - 30 - 73	$ 195,910
c.	Application for Second Continuation Grant				$
d.	Total Title III Funds				$ 400,610

2. COMPLETE THE FOLLOWING ITEMS ONLY IF THIS PROJECT INCLUDES REMODELING, OR LEASING OF FACILITIES FOR WHICH TITLE III FUNDS ARE REQUESTED. LEAVE BLANK IF NOT APPROPRIATE.

TYPE OF FUNCTION	TITLE III FUNDS REQUESTED
a. REMODELING ($2,000 or Less)	$
b. LEASING	$

SECTION C - SCHOOL MEMBERSHIP, PROJECT PARTICIPANTS, AND TEACHERS IN INSERVICE TRAINING (PROJECTS ACTIVE DURING FISCAL YEAR)

1.			PRE-K	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT (excl. teachers rec. in-serv. train.)	TEACHERS RECEIVING IN-SERVICE TRAINING	TOTALS
	(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
a.	Membership of schools served by the projects	(1) Public Schools	-	599	7062	1065			8726
		(2) Non-Public Schools							
b.	No. of persons participating in projects	(1) Public Schools	-	-	297	-	1.75	15	313.75
		(2) Non-Public Schools							

2. NUMBER OF PARTICIPANTS BY SELECTED MINORITY GROUPS (APPLICABLE TO FIGURES IN ITEM 1b (1) and 1b (2))

NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	MEXICAN AMERICAN
35				

SECTION C (Continued)

3. RURAL/URBAN PERCENTAGE DISTRIBUTION OF PARTICIPANTS SERVED OR BEING SERVED BY PROJECTS

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW-SOCIO-ECON. AREA	OTHER CENTRAL CITY	OTHER URBAN
Percent of Total Number Served (Based on total given in Section C1b(1) and C1b(2), Column 8.	8	21	40		31

SECTION D - TITLE III PROJECT STAFF (PROJECTS ACTIVE IN FISCAL YEAR ENDING JUNE 30)

PERSONNEL PAID BY TITLE III FUNDS (Please report F.T.E. in decimal fractions)

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired for Project			
	Number Full-time in Function	PART-TIME IN FUNCTION		Total Fulltime equiv. (Col 2&4)	Number Full-time in Function	PART-TIME IN FUNCTION		Total Fulltime equiv. (Col 6&8)
		Number of Persons	Full-time equiv.			Number of Persons	Full-time equiv.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION/ SUPERVISION					.75			.75
2. TEACHER:								
(a) Pre-Kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other					15			15
3. SPECIALISTS (Other than regular teachers):								
Artists, Scientists Musicians, etc.								
4. TECHNICIANS (Audio-visual, Computer Specialists)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance workers)								
6. MEDICAL AND PSYCH. PERSONNEL								
7. RESEARCHERS, EVALUATORS								
8. PLANNERS AND DEVELOPERS								
9. DISSEMINATORS (Writers, etc.)								
10. OTHER PERSONNEL								
11. PARA-PROFESSIONAL Teacher Aides, etc.								
12. OTHER NON-PROF.								

SECTION E - SERVICES OFFERED, PERSONS DIRECTLY SERVED BY PROJECTS ACTIVE DURING FISCAL YEAR AND ESTIMATED COST

(Persons served and Estimated Cost may be counted more than once)

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL (In Public & Non-Public schools)				NO. OF NON-PUB. SCHOOL PUPILS	ADULTS (exclude teachers rec. train)	TEACHERS RECEIVING IN-SERV. training	ESTIMATED COST
	PRE-K	K	1-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Develop, Plan, Eval, or Dissem. Activities								
2. Better Util. or Inserv. Ed. or Instr. Personnel								
3. Prog. for Instit. Improv. (Org. Admin, Mgt.)								
4. Educ. Centers Serving a Large Area								
5. Improv. or Expand Curr.								
Art, Music, Drama								
Eng. Lang. Arts								
Foreign Languages								
Industrial Arts								
Mathematics								
Natural Sciences								
Soc. Stds/Soc. Science								
Occupational Areas								
Other Areas								
6. Educ. Technology Media								
Computers								
TV/Radio								
Other - Specify								
7. Improv. Classroom Instr.								
Flex. Sched, Ind. Instr.								
Other - Specify								
8. Remed. & Spec. Education								
Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other - Specify Learning Difficulty Classes			297				15	195,910
9. Pupil Personnel Services								
Guidance								
Social Work								
Health								
Psychological								
Attendance								
10. Comm. Serv. or Particip.								
11. Meet. Crit. Educ. Needs								
Central City								
Geographically Isolated								
Minority Groups								
Early Childhood								
12. Summer Programs								

SECTION B

ESTIMATED EXPENDITURE REPORT

PROPOSED BUDGET SUMMARY, OR
EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P.L. 89-10, as amended

Name and Address of Local Agency
Calcasieu Parish School Board
1724 Kirkman Street, Lake Charles, Louisiana 70601

Funds for Special Education Programs for Handicapped Children $ 195,910

PROJECT NUMBER 28-726042-2

BUDGET PERIOD: Begin 7-1-72 End 6-30-73

Check One ☐ Proposed Budget Summary ☒ Estimated Expenditure Report ☐ Final Expenditure Report

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							
FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIP-MENT	OTHER EXPENSES	TOTAL EXPENDITURES
		PROFESSIONAL	NON-PROFESSIONAL						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	9,542.71	5,800.00			808.01			16,150.72
2. Instruction	200	144,000.00		3,000.00	8,072.90				155,072.90
3. Attendance Services	300								
4. Health Services	400								
5. Pupil Transp. Serv.	500								
6. Operation of Plant	600								
7. Maint. of Plant	700								
8. Fixed Charges (Except 830)	800	11,515.73	435.00						11,950.73
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Activ.	1000								
12. Community Services	1100								
13. Remodeling ($2,000 or less)	1220C								
14. Capital Outlay (Equipment Only)	1230								
15. Total Local Expend.		165,058.44	6,235.00	3,000.00	8,072.90	808.01		-0-	183,174.35
16. Negotiated Budget		171,180.00	6,480.00	5,740.00	10,010.00	2,500.00			195,910.00
17. Unexpended Balance of Funds Authorized for Expenditures; Total of Line 16 minus Total of Line 15									12,735.65

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

Signature of Person Authorized to Receive Grant

Date Reported

SECTION C

DISSEMINATION REPORT

DISSEMINATION REPORT

A. Summary of dissemination activities.

1. Three (3) major activities have been involved in the information dissemination process related to the Calcasieu Parish Title III Project. These activities included:

a. News releases to the newspapers and coverage by news reporters.

b. Coverage of special events related to the project by radio and television.

c. Speaking appearances before civic groups and parent-teacher associations by the project director. (Twenty-one (21) appearances were made during the first operational period.)

2. Reasons for successful dissemination efforts. The success of the dissemination efforts was based primarily on the full discussion of the purposes and philosophy of the program and the provision of a vehicle for responses to the information set forth.

B. Items disseminated.

Two (2) copies of all newsclippings related to the [illegible] being submitted concurrently with this end of [illegible] report.

C. Items produced.

Two (2) copies of all production items related to the project are being submitted concurrently with this end of project report.

SECTION D

EVALUATION REPORT

A. Final Evaluation

INTRODUCTION

The Calcasieu Parish Title III project entitled "Classes For Children With Learning Difficulties" came about as a result of a Title III planning grant which was carried out during the 1968-69 school year. The original application for an operational grant was submitted in January of 1970. Due to delay in funding by the Louisiana State Department of Education, the project did not begin actual operation until July of 1971. A grant of $212,040.00 was initially requested but the funding available for the first year of operation was $204,700.00. Due to increases in cost which occurred subsequent to the initial application, and the reduced funding level, it was necessary to reduce the number of classes from twenty to fourteen.

The first operational period of the project was conducted in a four phase design. A fifth phase, project evaluation, was conducted concurrently with the other project activities. The four phases which were utilized in conducting the first year's operation were as follows:

(1) Employment of professional and support personnel--this phase consisted of recruitment, contracting, and assigning the professional and support personnel for the operation of the project;

(2) Student personnel assignment--this phase of the project consisted of screening, diagnosing, and placing of children with learning difficulties in classes designed to provide them with appropriate educational experiences;

(3) In-service training--this phase dealt with the securing of consultants, in-service program planning, and implementation of the in-service training sessions;

(4) Instructional program--this activity involved the implementation of classes designed for children with learning difficulties.

The concurrent phase of evaluation (phase five) was conducted during both operational periods and consisted of instrument selection, procedural designs, data analysis, and preparation of the evaluation report.

During the second project period the major emphasis was focused on phase two, student personnel assignment and phase four, the instructional program.

On the following two (2) pages a tabular breakdown and network summary are shown. These figures depict the various project components and time allotments utilized in the accomplishment of the various work tasks during the initial year of project operation.

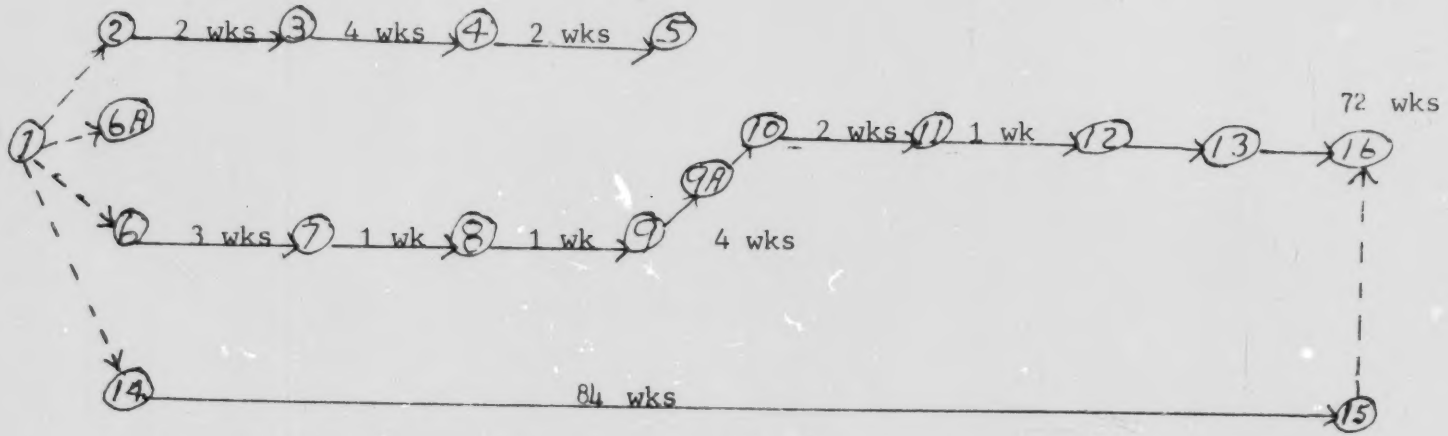
TABULAR WORK BREAKDOWN

LEARNING DIFFICULTIES CLASSES
Calcasieu Parish Schools

Employment of Professional and Support Personnel	Student Personnel Assignment	In-Service Training	Instructional Program	Evaluation
Recruitment	Screening	Contract Consultants	Objectives	Instrument
Contracting	Diagnosis	Plan Program	Procedure	Procedure
Assignments	Placement	Implementation		Personnel

NETWORK SUMMARY

LEARNING DIFFICULTIES CLASSES
Calcasieu Parish Schools



1. Start project
2. Begin student personnel assignment
3. Screening of students
4. Diagnosis of students by psychological services
5. Placement of students
6. Begin processes for employment of professional and support personnel

   6-A. Select project director
7. Recruiting of personnel
8. Contracting personnel
9. Assignment of personnel

   9-A. Plan In-Service Training
10. Begin In-Service Training
11. Complete In-Service Training
12. Establishment of remediation classes
13. Instruction of classes 1972-1973
14. Begin evaluation
15. Complete evaluation
16. Complete project operation

The original intention in the operation of the special classes was to have three different types of classes. As final planning for initial implementation reached fruition it was decided to concentrate on one type of class. The classes which were originally planned included intensive, intermediate and minimal remediation. The success encountered in terms of meeting project objectives indicated that the decision to implement only the minimal remediation classes with the teacher serving as a resource person was appropriate.

EVALUATION OF PROJECT OBJECTIVES

OBJECTIVES

The overall purpose of the project in terms of instructional objectives was to provide appropriate educational opportunities for children with learning difficulties through the operation of special classes for children with learning difficulties. Specifically the objectives were to:

1. Reduce by ten percent (10%) the number of children scoring below the twelfth (12th) percentile when pre and post test results of the WRAT subtest for reading are compared.

2. Reduce by ten percent (10%) the number of children scoring below the twelfth (12th) percentile when pre and post test results of the WRAT subtest for arithmetic are compared.

3. Reduce by ten percent (10%) the number of children scoring below the twelfth (12th) percentile when pre and post test results of the WRAT subtest for spelling are compared.

4. Increase by ten percent (10%) the holding power of these classes when compared to the holding power experienced with a random sample of students with similar background who are not enrolled in the special classes.

The first objective dealing with reading was evaluated

during the first operational period in terms of test score results from tests which were administered in the Fall of 1971 and the Spring of 1972. A comparison of the pre and post test results, by percentile bands is shown in Table I.

As can be readily seen, the reduction in the number of children scoring in the 1st to 12th percentile exceeded by 59 the 13 students needed to show the 10% reduction which was established in the objective.

Results of Standardized Wide Range Achievement Tests for Participants in Calcasieu Parish Title III Project Broken Down by Percentile Bands

Subject: Reading

Grade	N Students	Number of Students									
		1 - 12 %tile		13 - 24th %tile		25th-49th %tile		50 - 74th %tile		75-99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	13	8	3	2	6	3	3	-	1	-	-
2	38	15	6	14	11	8	12	1	7	-	2
3	56	25	14	24	18	5	13	2	10	-	1
4	63	38	25	9	11	12	11	4	7	-	9
5	51	25	15	10	11	15	11	1	9	1	5
6	23	17	9	5	7	1	4	-	1	-	2
Totals	244	127	72	64	64	44	54	8	35	1	19

The second objective which involved the subject area of arithmetic was also evaluated in terms of test scores

resulting from pre and post test administrations in the Fall of 1971 and the Spring of 1972.

A comparison of the results in the area of arithmetic are shown in Table II. A reduction of 8 students scoring in the 1st to 12th percentile was required to meet the objective. The fact that 24 less students were recorded as scoring in this breakdown indicates the successful accomplishment of this objective.

Table II

Results of Standardized Wide Range Achievement Tests for Participants in Calcasieu Parish Title III Project Broken Down by Percentile Bands

Subject: Arithmetic

Grade	N Students	Number of Students 1 - 12th %tile		13 - 24th %tile		25 - 49th %tile		50 - 74th %tile		75 - 99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	13	5	2	7	4	1	5	-	2	-	-
2	38	7	4	10	8	18	19	2	6	1	1
3	54	14	11	23	15	13	24	3	4	1	-
4	63	22	21	17	14	21	13	3	12	-	3
5	51	18	10	15	12	15	24	3	4	-	1
6	23	13	7	7	10	3	3	-	2	-	1
Totals	242	79	55	79	63	71	88	11	30	2	6

The third instructional objective dealt with the subject area of spelling and was also evaluated in the same manner as objectives one and two. A comparison of pre and post test results are shown in table III. A reduction of 14

students scoring in the 1st to 12th percentile would have met the objective. A reduction of 64 students scoring in this breakdown indicated the successful accomplishment of the objective dealing with spelling.

Table III

Results of Standardized Wide Range Achievement Tests for Participants in Calcasieu Parish Title III Project Broken Down by Percentile Bands

Subject: Spelling

Grade	N Students	Number of Students									
		1 - 12th %tile		13 - 24th %tile		25 - 49th %tile		50 - 74th %tile		75 - 99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	12	6	2	2	4	4	5	-	1	-	-
2	42	24	7	11	15	7	14	-	5	-	1
3	55	29	12	23	18	3	21	-	4	-	-
4	61	36	25	10	15	14	11	1	8	-	2
5	49	27	17	12	14	8	11	2	6	-	1
6	20	17	12	2	5	1	3	-	-	-	-
Totals	239	139	75	60	71	37	65	3	24	-	4

The fourth objective which involved the holding power of the classes was not subjected to a comparison. The fact that not one student dropped out of the special classes during either the first or second operational period negated the usefulness of comparing the drop out rate of the special classes with a sampling of other students.

The overall purpose of the project in terms of in-service training for teachers who were conducting the

classes for children with learning difficulties was to create a greater awareness of the problems faced by children with learning difficulties. Specifically the objectives were to:

1. Provide for one hundred percent (100%) of the teachers who will conduct the special remediation classes ten (10) days of in-service training related to teaching children with learning difficulties;

2. Show a significant difference at the .05 level of teachers knowledge of teaching techniques related to children with learning difficulties as measured by pre and post results of a locally prepared examination.

The first objective dealing with the provision of 10 days of inservice training for each of the teachers who conducted the special classes was accomplished during the time period of August 9-20, 1971. Attendance records indicate that each teacher attended the full 10 days period.

The second objective dealing with the difference in knowledge of teaching techniques related to the teaching of children with learning difficulties possessed by the teacher-participants was evaluated by the use of a locally prepared examination. (A copy of the examination is shown in Attachment III.) The objective was to show a difference in pre and post test results which would be significant at

the .05 level of confidence. The information presented in Table IV indicates that this objective was accomplished. A t ratio of the magnitude observed in the data analyzed is significant beyond the .01 level of confidence.

In addition to the objective data utilized in evaluating the inservice training sessions, subjective data related to the opinions of the participants about the workshop were collected. Four examples of the types of responses received from the participants are shown in Attachment III of this report.

Table IV

Results of Pre and Post Tests Comparison for Inservice Training Participants in Calcasieu Parish Title III Project

T_1	T_2	D	D^2
32	48	16	256
39	52	13	169
21	46	25	625
22	50	28	784
16	39	23	529
17	42	25	625
7	47	40	1600
15	41	26	676
11	47	36	1296
40	51	11	121
20	47	27	729
13	43	30	900
17	45	28	784
19	50	31	961
18	51	33	1089
	Totals	392	11,144

$$t \text{ df of } 14 = \frac{\bar{D}\ N-1}{S_D} = \frac{(26.1)\ (3.7)}{7.7} = \frac{96.6}{7.7} = 12.54$$

when $\overline{D}$ = Mean of the differences

and $S_D = \frac{d^2}{N}$

P .01

During the second operational period the instructional objectives remained essentially the same. The first objective dealing with reading was evaluated during the second reading was evaluated during the second operational in terms of test score results from tests which were administered in the Fall of 1972 and the Spring of 1973. A comparison of the pre and post test results, by percentile bands is shown in Table V.

As indicated in the table, the reduction in the number of children scoring in the 1st to 12th percentile exceeded by fifty-eight the twelve students needed to show the 10% reduction which was established in the objective.

Table V

Subject: Reading

Grade	N Students	Number of Students in Each Percentile Group									
		1 - 12th %tile		13- 24th %tile		25 - 49th %tile		50 - 74th %tile		75 - 99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	13	3	1	3	3	6	8	1	1	0	0
2	41	15	2	15	11	10	12	1	12	0	4
3	64	24	12	22	11	9	18	7	13	2	10
4	95	32	20	32	30	22	27	6	13	3	5
5	65	37	29	14	12	10	10	4	9	0	5
6	26	12	6	5	8	5	4	4	3	0	5
Totals	304	123	70	91	75	62	79	23	51	5	29

The second objective which involved the subject area of arithmetic was also evaluated during the second operational period in terms of test scores resulting from pre and post test administrations in the Fall of 1972 and the Spring of 1973. A comparison of the results in the area of arithmetic are shown in Table VI. A reduction of eight students scoring in the 1st to 12th percentile was required to meet the objective. The fact that thirty-seven students were recorded as scoring in this percentile breakdown indicates the successful accomplishment of this objective.

Table VI

Subject: Arithmetic

Grade	N Students	Number of Students in Each Percentile Group									
		1 - 12th %tile		13 - 24th %tile		25 - 49th %tile		50 - 74th %tile		75 - 99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	13	5	0	0	4	5	4	1	2	2	3
2	41	6	1	15	11	14	25	6	4	0	0
3	65	14	5	18	14	25	30	7	11	1	5
4	95	24	15	32	22	34	43	5	13	0	2
5	69	20	12	27	25	19	21	3	8	0	3
6	25	10	9	8	6	7	9	0	1	0	0
Totals	308	79	42	100	82	104	132	22	39	3	13

The third objective during the second operational period dealt with the subject area of spelling and was also evaluated in the same manner as objective one and two. A comparison of pre and post test results are shown in Table VII. A reduction of fourteen students scoring in the

1st to 12th percentile would have met the objective. A reduction of sixty-three students scoring in this breakdown indicated the successful accomplishment of the objective dealing with spelling.

Table VII

Subject: Spelling

Grade	N Students	Number of Students in Each Percentile Group									
		1 - 12th %tile		13 - 24th %tile		25 - 49th %tile		50 - 74th %tile		75 - 99th %tile	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	14	6	1	4	5	3	6	1	2	0	0
2	43	19	3	11	9	9	19	4	8	0	4
3	66	23	12	26	16	13	17	2	11	2	10
4	95	34	19	34	29	25	27	1	17	1	3
5	68	43	30	12	12	9	19	4	6	0	1
6	26	15	12	3	4	6	8	2	1	0	1
Totals	312	140	77	90	75	65	96	14	45	3	19

ATTACHMENT I

STUDY OF TEACHER ATTITUDES

TOWARD THE PROJECT

The success of any experimental or innovative program is to a large extent dependent upon its acceptance by others involved in the teaching process. With this in mind, a study of teacher attitudes toward the resource program was conducted as a part of a graduate research course at McNeese State University by one of the teachers involved in the project. A condensed version of the study is presented on the following pages.

ATTITUDES OF ELEMENTARY SCHOOL TEACHERS TOWARD THE RESOURCE PROGRAM FOR CHILDREN WITH LEARNING DIFFICULTIES IN CALCASIEU PARISH

INTRODUCTION

Teachers have always been confronted with the problem of normal to bright children in their classroom who have not achieved in learning by approved methods and materials. Elementary school classroom teachers do not have time to deal effectively with the child's problems. A new program was initiated this school term to assist the classroom teacher with remediation for the child with learning difficulties.

THE PROBLEM

Statement of the Problem. The purpose of this study was to determine the attitudes of a sample of elementary school teachers toward the resource program for children with learning difficulties in Calcasieu Parish.

Significance of the Problem. Administrators and staffs are concerned with the effects of the new program of placing resource teachers for the child with learning difficulties in Calcasieu Parish. For many years educators have voiced the need for teaching children as individuals to their maximum potential. Due to the classroom teacher's limited amount of time and understanding, the needs of the children with special problems cannot be successfully met. The

classes for children with learning difficulties were designed to assist the classroom teacher in the remediation of selected children.

It is of primary importance for the resource teacher to work closely with the classroom teacher to meet the needs of each child that is involved in the remediation program. Scheduling of classes, special materials to be used, taped lessons in content areas where oral testing is advisable, and dealing with emotional problems in the classroom should be discussed and constantly reevaluated. A cooperative attitude of the classroom teacher towards the new program is essential to effect behavorial changes for the child with learning difficulties.

ASSUMPTIONS AND LIMITATIONS

It is assumed that the data obtained will be based on beliefs, opinions and attitudes that will only be valid for the present educators in Calcasieu Parish. The study cannot be considered conclusive for the changing professional staff in Calcasieu Parish.

This study will be limited to Calcasieu Parish teachers that have pupils who attend special classes for children with learning difficulties.

DEFINITION OF TERMS USED

Attitude. A manner of acting, feeling, or thinking

that shows one's disposition, opinion, etc.[6]

Learning difficulties, or minimal brain dysfunction. Children of near average, average, or above average general intelligence with learning and/or certain behavorial abnormalities ranging from mild to severe, which are associated with subtle deviant function of the central nervous system. These may be characterized by a various combination of deficits in perception, conceptualization, language, memory, and control of attention, impulse, or motor function.[1]

DESIGN OF THE STUDY

A questionnaire containing twenty-five questions with simple check-type answers was designed to yield six possible degrees of attitudes. Seven resource teachers involved in the program were contacted to contribute questions that pertained to their relationship with the program and the classroom teacher. The questions were then taken to a supervisor for the resource program and reviewed on the basis of the information desired to assess the attitudes of the classroom teacher toward the new program. The questionnaire was submitted for approval to the supervisor of special services, the supervisor of classroom teachers, and the parish superintendent of education in Calcasieu Parish.

Approval of the attitudinal scale and the questionnaires was obtained from the principals of schools in Calcasieu Parish that had resource rooms for the child with learning difficulties. The questionnaires were given to the classroom teachers who had pupils attending the resource room. Principals of the schools receiving the questionnaires were asked to return them to the director of elementary education by a designated date. One hundred thirty-eight forms were completed and returned.

The composite scores were compiled separately for each of the twenty-five items listed on the questionnaire. Values from +1 to +3 indicated the degrees of positive attitudes toward each item on the questionnaire. The degrees of negative attitudes toward each question were indicated by values from -1 to -3. A raw score was then found on each of the twenty-five items.

PRESENTATION AND ANALYSIS OF DATA

The questionnaire was not designed to show a negative or positive attitude toward the resource program as a whole. The statements were made to determine attitudes toward individual aspects of the program. The mean scores on each item is shown in Table V.

Items one through four on the questionnaire dealt with the classroom teacher's awareness of characteristics of the

child with learning difficulties. It was agreed that classroom teachers were properly informed of the learning disability program, but that inservice training should be given the classroom teacher to better serve the learning disability child. The classroom teachers agreed that the resource teacher should assist the classroom teacher in the recommendation of potential candidates for the learning difficulty class, and it was strongly agreed that a checklist of characteristics was needed to aid the classroom teacher for referral of potential students.

These findings showed that teachers were aware of the new program. However, the responses revealed a willingness to learn more of the child with learning difficulties and the remediation of his difficulties.

Scheduling during the school day formed another area of concern in the new program. Raw scores for items five, six, seven and ten on the table showed that the classroom teachers did not see any difficulty in scheduling. The classroom teachers expressed a positive attitude toward the child not missing reading or math in the regular classroom, and negative feelings were noted in school zones assignments causing resentment from the school staff.

Willingness to cooperate was noted in the classroom teachers attitude toward scheduling of children in the classes.

TABLE VIII

Mean Scores for Sample of Teachers Responding to Resource Program Questionnaire

Items		Number of Responses	$\bar{X}$ Scores
1.	The classroom teachers were properly informed of the learning disability program.	138	+0.68
2.	Inservice training should be given classroom teachers to better serve learning disability children.	138	+1.04
3.	A checklist of the characteristics of the learning child is needed to aid classroom teachers for referral of potential students	138	+2.28
4.	The learning disability teacher serves as a resource person in the recommendation of potential candidates for the learning disability class.	138	+1.17
5.	The scheduling for the learning disability child is difficult.	138	+0.16
6.	The learning disability child should not miss reading or math in his regular class.	138	-0.07
7.	Pupils from other school zones assigned to a learning disability class in another school create resentment from the school staff.	138	-0.87
8.	A departure from a departmentalized to an individualized reading program is beneficial to the learning disability child.	138	+1.70

Table VIII (continued)

9.	The resource teacher must work closely with the classroom teacher to meet the needs of the child.	138	+2.00
10.	The content that the child is missing in the classroom is more important than the resource program.	138	-2.00
11.	Teachers have too little time during the day to schedule regular conferences with the resource teachers.	138	+1.26
12.	Classroom teachers do not have the time to deal effectively with a child's learning difficulties.	138	+1.83
13.	Grade level material in the content area for the learning disability child is limited for the classroom teacher.	138	-2.00
14.	The classroom teacher is primarily responsible for the child's learning in content class.	138	+1.29
15.	The resource program is reinforcing to the classroom teacher.	138	+2.17
16.	Remedial work must be integrated with content areas in the classroom.	138	+1.42
17.	A child benefits from the experiences received in the class for learning disability.	138	+2.04
18.	Learning disability children manifest conduct problems in the school.	138	-0.36

Table VIII (continued)

19.	The child attending the resource program is ridiculed by his peers.	138	-1.94
20.	Improvement in the behavior of the child receiving educational therapy is noted in the classroom.	138	+0.99
21.	The child's self image will improve by attending the resource program.	138	+1.72
22.	Children who attend the resource program become aware of the skills they need.	138	+1.68
23.	Emphasis of the self study skills in the learning disability room enables the child to develop independence in the classroom.	138	+1.52
24.	The parish reporting system to the parents is a satisfactory assessment of the progress of the child in the learning disability class.	138	+1.95

Classroom teachers attitudes toward the program was particularly revealed in items eight, nine, eleven and twelve. Strong agreement by the classroom teachers showed that little time is available to deal effectively with a child's learning difficulties and that a departure from a departmentalized to an individual reading program is beneficial to the child with learning difficulties. A strong negative reaction on item ten showed that classroom teachers felt the content the child is missing in the classroom is not more important than the resource program. It was also noted that classroom teachers need more time during the day to schedule regular conferences with the resource teachers due to a strong positive attitude that the resource teachers work closely with the classroom teachers to meet the needs of the child.

The attitudes of the classroom teachers in the area of materials and content was shown in items thirteen through seventeen. It was strongly agreed that grade level material in the content area for the child with learning difficulties is limited, and agreed that the classroom teacher is primarily responsible for the child's learning in the content areas. Therefore, it was agreed that remedial work must be integrated with content areas in the classroom. A strong positive reaction was expressed that the resource program is

reinforcing to the classroom teacher and that a child benefits from the experiences received in the resource class.

Attitudes toward behavorial changes in the learning disabled child were displayed by classroom teachers responses for items eighteen through twenty-five. Classroom teachers agreed that the children with learning difficulties manifest conduct problems in the school, but it was agreed that improvement in behavior was noted in the child receiving education therapy. Strong disagreement was noted on the item which stated that the child was ridiculed by his peers. Strong positive reactions were shown on the item stating that the child's self-image will improve, the child will become more aware of the skill needed, and that emphasis of self study skills emphasized in the resource room enables the child to develop independence in the classroom. Little concern was expressed toward the parish reporting system to the parents for the child with learning difficulties. However, the classroom teachers strongly agreed that the problems of children with learning difficulties must be remediated if the child is to function properly later in life.

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the atti-

tudes of elementary school teachers toward the resource program for children with learning difficulties in Calcasieu Parish. A questionnaire was designed by seven resource teachers in Calcasieu Parish and contained twenty-five questions pertaining to information desired by the researcher toward the resource room for children with learning difficulties. After approval was given, these questionnaires were sent by the Calcasieu Parish School Board to the principals of schools in the parish where resource rooms were located. The forms were completed by the teachers who had pupils in their classrooms that attended the resource rooms. The completed questionnaires were then returned to the school board office and collected by the researcher.

The scores were compiled on each of the twenty-five items, and raw scores were found.

Classroom teachers agreed that they were properly informed of the learning disability program, but inservice training was needed to better serve the children.

It was also strongly agreed that a checklist of the characteristics of children with learning difficulties was needed to aid the teacher for referral of potential students, however, the teachers felt that the resource teacher should assist in this task and work closely for the remediation of the child's problems.

Teachers strongly believed that an individualized reading program is beneficial to the child with learning difficulties, that the content missed in the classroom was not more important than the resource program, but that remedial work should be integrated with content areas in the classroom. The teachers felt little difference whether the child missed reading or math in his classroom in order to attend the resource room.

Strong agreement was felt by the classroom teachers that they had too little time to deal effectively with a child with learning difficulties, but agreed that they were primarily responsible for the child learning in content areas. Classroom teachers also strongly agreed that the resource program is reinforcing to the teacher, however, it was again felt that too little time was available for conferences with the resource teacher.

Favorable changes in the behavior of the children was noted by the classroom teachers. A positive response was made toward the statement that children with learning difficulties manifest more conduct problems than others in the classroom, but it was agreed that there was improved behavior of the child receiving educational therapy. The child was not ridiculed by his peers. Teachers agreed that the child's self-image was improved, the child is more

aware of the skills needed, and that the child has developed more independence in the classroom.

Teachers indicated strongest approval of the program that a checklist was needed to aid the classroom teacher for referral of potential students and that the resource teacher and classroom teacher must work closely to meet the needs of the child. They strongly agreed that grade level material in the content area is limited for the child with learning difficulties, but that the resource program is more important than the content missed in the classroom, the child benefits from experiences received in the resource room, the resource program is reinforcing to the classroom teacher, and that the problems of children with learning difficulties must be remediated if the child is to function properly later in life.

This study indicated that elementary classroom teachers included in the sample have a favorable attitude toward the resource program for children with learning difficulties in Calcasieu Parish.

ATTACHMENT II

COPY OF QUESTIONNAIRE USED
IN TEACHER ATTITUDES STUDY

Questionnaire Dealing With Teacher Attitudes

Toward Resource Program in

Calcasieu Parish

Instructions: Given below are 25 statements on the resource rooms for learning disability classes in Calcasieu Parish. The statements are ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matter, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows:

Agree Very Strongly:	+3	Disagree Very Strongly:	-3
Agree Strongly:	+2	Disagree Strongly:	-2
Agree:	+1	Disagree:	-1

For example, if you agree very strongly with a statement, you should write +3 on the short line preceding the statement, but if you should happen to disagree with it, you would put a -1 in front of it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

_____1. The classroom teachers were properly informed of the learning disability program.

_____2. Inservice training should be given classroom teachers to better serve learning disability children.

_____3. A checklist of the characteristics of the learning disabled child is needed to aid classroom teachers for referral of potential students.

_____4. The learning disability teacher serves as a resource person in the recommendation of potential candidates for the learning disability class.

_____5. The scheduling for the learning disability child is difficult.

_____6. The learning disability child should not miss reading or math in his regular class.

_____7. Pupils from other school zones assigned to a learning disability class in another school create resentment from the school staff.

_____8. A departure from a departmentalized to an individualized reading program is beneficial to the learning disability child.

_____9. The resource teacher must work closely with the classroom teacher to meet the needs of the child.

_____10. The content that the child is missing in the classroom is more important than the resource program.

_____11. Teachers have too little time during the day to schedule regular conferences with the resource teacher.

_____12. Classroom teachers do not have the time to deal effectively with a child's learning difficulties.

_____13. Grade level material in the content area for the learning disability child is limited for the classroom teacher.

_____14. The classroom teacher is primarily responsible for the child's learning in content areas.

_____15. The resource program is reinforcing to the classroom teacher.

_____16. Remedial work must be integrated with content areas in the classroom.

_____17. A child benefits from the experiences received in the class for learning disability.

_____18. Learning disability children manifest conduct problems in the school.

_____19. The child attending the resource program is ridiculed by his peers.

_____20. Improvement in the behavior of the child receiving educational therapy is noted in the classroom.

_____21. The child's self-image will improve by attending the resource program.

_____22. Children who attend the resource program become aware of the skills they need.

_____23. Emphasis of the self study skills in the learning disability room enables the child to develop independence in the classroom.

_____24. The parish reporting system to the parents is a satisfactory assessment of the progress of the child in the learning disability class.

_____25. The learning disability child's problems must be remediated if the child is to function properly later in life.

ATTACHMENT III

LOCALLY PREPARED INSERVICE
TRAINING EXAMINATION

TEST: LEARNING DISABILITY WORKSHOP - AUGUST 9-20, 1971

I. Define the term: learning disability.

II. Match the following:

_____ Dyscalia	a. twisted symbols
_____ Dyslexia	b. overactive
_____ Body image	c. dealing with meaningful symbols
_____ Laterality	d. language behavior
_____ Modalities	e. internal awareness of left and right
_____ Association	f. problem solving
_____ Body Schema	g. awareness of the body patterns
_____ Strephosymbolia	h. awareness of the body parts
_____ Hyperkinetic	i. channel of learning
_____ Symbolic	j. concept of body in relation of world around one's self
_____ Nonsymbolic	k. reading disability
_____ Psycholinguistic	l. penmanship disability
_____ Directionality	m. defect or loss of power of language as result of brain dysfunction
_____ Disgraphic	n. a form, a configuration, or a totality that is a unified whole
_____ Aphasia	o. dealings with symbols of no meanings
_____ Gestalt	p. arithmetic disability
_____ VAKT	q. pertaining to the Fernald method of teaching reading

III. Place the correct letter answer on the line opposite the question.

____ 1. An informal appraisal of a learner's reading achievement is best done by: (A) a standardized reading test, (B) a standardized achievement test, (C) a series of basal readers, (D) a basic word list.

____ 2. The Fernald method emphasizes (A) the utilization of the senses, (B) the repetition of sounds, (C) the alphabet, (D) the whole sentence.

____ 3. A child's reading level for instruction in skill is: (A) the highest level a child reads with no vocabulary errors and 95% comprehension, (B) the highest level a child reads with no more than five errors per 100 running words and at least 75% comprehension, (C) the highest level a child reads with no more than one error per one hundred running words and 90% comprehension, (D) none of these.

____ 4. The phono-visual method: (A) teaches visual discrimination through auditory perception, (B) teaches sounds in isolation to sight, (C) uses textbooks similar to the basal reader program, (D) emphasizes drill in the teaching of phonics.

____ 5. Materials used in remedial programs: (A) are specially designed material for remedial purposes, (B) are materials normally used in regular developmental programs, (C) are materials designed specifically for developing word attack skills, (D) are all kinds and levels of reading materials.

In answering the following use o for false and t for true.

____ 6. Etiological diagnosis is frequently useful in formulating a remedial reading program.

____ 7. Perfect results on a test does not mean complete mastery.

____ 8. Remedial teaching of reading is a short term program.

____ 9. Incidental teaching is helpful to the retarded reader.

____10. One of the most therapeutic experiences for reading is success.

IV. In working with children having specific learning channel difficulties, which program or material would be more appropriate for each difficulty? Match the appropriate program or material with the deficient area.

____ visual perceptual deficiency (nonsymbolic)	a. Kephart's
____ auditory perceptual deficiency (nonsymbolic)	b. Hegge, Kirk and Kirk
____ visual perceptual deficiency (symbolic)	c. Reading for Concepts
____ auditory perceptual deficiency (symbolic)	d. E.D.L.'s Listen & Think Program
____ visual motor	e. Fernald's
____ auditory blending	f. Phonovisual

V. Below are materials which might be used in planning a program for a child. Place A, V, V/M, or C in front of each material to denote that you would consider using it primarily to aid in correcting auditory, visual, visual/motor, motor, or conceptual difficulties.

code: A = auditory V = visual
V/M = visual motor M = motor
C = conceptual

____ Jim Forest Readers

____ Board Walking

____ Sullivan Programmed Readers

____ Michigan Tracking Program

____ Hegge, Kirk and Kirk Remedial Drills

____ Fernald Program

____ Phonovisual

____ Kephart Chalkboard Activities

____ Merrill Linguistic Readers

____ Tachistoscope

____ Hoffman Reader

____ Control Reader

____ Reading for Meaning

____ Dolch Popper Cards

____ Phonics We Use

____ Write and See

____ Reading for Concepts

____ Time Machine Series

____ E.D.L. Listen and Think

ATTACHMENT IV

TEACHER OPINIONS OF
INSERVICE WORKSHOP

EVALUATION OF THE WORKSHOP

1. The two week workshop was designed to aid you in securing knowledge of an overview of learning disabilities, terms pertinent to the problem, materials to use with children having specific learning difficulties and program of instruction for children.

   The strengths of the workshop were:

   A. I feel that I learned a great deal during the workshop concerning (1) what the problem of learning disabilities is, (2) what it involves, (3) materials to be used (4) importance of using the right materials, (5) importance of the teacher and how she handles the child.

   B. I feel that the selection of resource people for the workshop was excellent. They had a vast amount of knowledge and were extremely cooperative. They seemed to have a great desire to be helpful and understanding.

   C. I think the selection of my fellow workshop students was also excellent. I was impressed by their eagerness, dedication, professionalism, etc.

   D. Staying on the time schedule was good. Overall, I feel that the workshop has been most successful. I think it was well worth the time and money spent

on it. I am looking forward to putting the information gained to use.

The weaknesses of the workshop were:

I think it would have been much better, as far as becoming familiar with the various materials in concerned, if we could have had each type of material available not only in the class as it was being discussed, but especially at home that night.

I would have liked more time to discuss the various students that we had folders on, with the folder in front of us.

2. Do you feel the areas set up to be discussed during the lecture sessions were properly covered?

   Circle one: Yes No

3. Do you feel that the presentation of the materials was such that you will be able to:

   a. understand the purpose of using each different piece of material

      Circle one: Yes No

   b. understand the need of correlating and/or adjusting the use of one piece of material with another

      Circle one: Yes No

4. In planning a program for a child do you:

   a. feel you planned the program based on the child's

needs?

Circle one: Yes No

b. do you feel you will be able to plan future programs for children as they are referred to you?

Circle one: Yes No

c. do you feel you will be able to adjust a child's materials as the need arises?

Circle one: Yes No

EVALUATION OF THE WORKSHOP

1. The two week workshop was designed to aid you in securing knowledge of an overview of learning disabilities, terms pertinent to the problem, materials to use with children having specific learning difficulties and program of instruction for children.

   The strengths of the workshop were:

   1. We had a very efficient team working together to instruct and guide us.
   2. Materials provided were excellent.
   3. Presentation was made in an excellent manner.
   4. The sessions in which we discussed different areas and problems were most helpful, I feel.
   5. We received a thorough list of terms pertinent to the problem, and were able to discuss and get a better understanding of these.

   The weaknesses of the workshop were:

   1. The first weakness would be that the workshop could not be planned and available to us earlier, providing us more time to make preparations for the opening of school.
   2. We could have used more time in the workshop, especially for those sessions for discussions.

2. Do you feel the areas set up to be discussed during the lecture sessions were properly covered?

   Circle one: Yes No

3. Do you feel that the presentation of the materials was such that you will be able to:

   a) understand the purpose of using each different piece of material

      Circle one: Yes No

   b) understand the need of correlating and/or adjusting the use of one piece of material with another

      Circle one: Yes No

4. In planning a program for a child do you:

   a) feel you planned the program based on the child's needs?

      Circle one: Yes No

   b) do you feel you will be able to plan future programs for children as they are referred to you?

      Circle one: Yes No

   c) do you feel you will be able to adjust a child's materials as the need arises?

      Circle one: Yes No

EVALUATION OF THE WORKSHOP

1. The two week workshop was designed to aid you in securing knowledge of an overview of learning disabilities, terms pertinent to the problem, materials to use with children having specific learning difficulties and program of instruction for children.

The strengths of the workshop were:

In reviewing the two weeks, I felt the workshop was most helpful, practical and the timing was very good. The materials were presented in a way that helped us to learn a very difficult program in a concise manner over a short period of time.

The director was excellent. Her overview was to the point and enabled us to do outside reading in an organized way that was very helpful.

The various speakers were interesting. They did not bore us with unnecessary details.

The materials were given in an organized way so that we knew how to become thoroughly acquainted with them fairly quickly.

I feel that these people will be willing to consult with us throughout the year on the various problems which are sure to arise.

Many thanks for a job well done!

The weaknesses of the workshop were:

The only thing that could have been changed was the timing in giving us the materials to study and use. If we had had them as soon as we review each program it would have been good reinforcement to what we learned. The folders should have been available for a longer period of time had it been possible.

2. Do you feel the areas set up to be discussed during the lecture sessions were properly covered?

   Circle one: Yes No

3. Do you feel that the presentation of the materials was such that you will be able to:

   a) understand the purpose of using each different piece of material

      Circle one: Yes No

   b) understand the need of correlating and/or adjusting the use of one piece of material with another

      Circle one: Yes No

4. In planning a program for a child do you:

   a) feel you planned the program based on the child's needs?

      Circle one: Yes No

   b) do you feel you will be able to plan future programs for children as they are referred to you?

      Circle one: Yes No

c) do you feel you will be able to adjust a child's materials as the need arises?

Circle one: Yes No

EVALUATION OF THE WORKSHOP

1. The two week workshop was designed to aid you in securing knowledge of an overview of learning disabilities, terms pertinent to the problem, materials to use with children having specific learning difficulties and program of instruction for children.

The strengths of the workshop were:

The workshop was well-planned and no time was wasted on incidentals. I felt we got down to the "nitty-gritty" right away. I think I'll be able to use everything discussed, given time to "re think" all the sessions. I liked the practical, common sense advice given by those who handled the explanation of materials. The time spent working with the folders of the children was especially helpful. The fact that the Diagnostic Team was available during this period was especially good.

I feel as if I've been given everything it was possible to give in a two-week workshop and it has fostered a desire for further study.

The weaknesses of the workshop were:

The time the workshop was held was not the best as far as giving us time <u>between</u> the workshop and the beginning of school to study the materials, take them to the

school and get set up in a new school situation.

If it could have been possible, I would have preferred to have the Bibliography before the workshop in order to do some of the reading then. The books had to be ordered by the Library and by the time I got them I was too busy going over notes from class and materials to derive any real benefit from them. More time with the children's folders might have been helpful, and some definite help on scheduling.

2. Do you feel the areas set up to be discussed during the lecture sessions were properly covered?

   Circle one: Yes No

3. Do you feel that the presentation of the materials was such that you will be able to:

   a) understand the purpose of using each different piece of material

      Circle one: Yes No

   b) understand the need of correlating and/or adjusting the use of one piece of material with another

      Circle one: Yes No

4. In planning a program for a child do you:

   a) feel you planned the program based on the child's needs?

      Circle one: Yes No

b) do you feel you will be able to plan future programs for children as they are referred to you?

Circle one: Yes No

c) do you feel you will be able to adjust a child's materials as the need arises?

Circle one: Yes No

ATTACHMENT V

SELF EVALUATION AND NOMINATION FORM

IDENTIFICATION, VALIDATION, AND DISSEMINATION OF
EDUCATIONAL PRACTICES
(ESEA TITLE III)

SELF EVALUATION AND PROJECT NOMINATION FORM

General Instructions: The Self Evaluation and Project Nomination Form is used by the local project applying for nomination and by the State Education Agency nominating projects for validation.

The local project staff is requested to respond to the questions by checking the appropriate answer or by recording the appropriate rating in the box marked "Project Self-rating." Each rating is to be substantiated by supporting evidence to be presented in the space marked, "Comments and evidence." If additional space is needed use the back side of the page. If your supporting evidence is in the form of a report or other printed documents, attach such documents to the form and cite the reference (name of report and page number) where the evidence may be found.

The State Education Agency, after examining the supporting evidence provided by the local project, is to add its own ratings in the box marked "SEA rating."

This Section is to be completed by local project

NAME OF PROJECT Classes for Children with Learning Difficulties STATE Louisiana
PROJECT NUMBER 28-716042-1
APPLICANT AGENCY Calcasieu Parish School Board
MAILING ADDRESS OF APPLICANT AGENCY 1724 Kirkman Street
Lake Charles (CITY) Louisiana (STATE) 70601 (ZIP CODE)
NAME OF PROJECT DIRECTOR Ray D. Molo
DIRECTOR'S ADDRESS (If not same as Applicant Agency) same
(CITY) (STATE) (ZIP CODE)
TELEPHONE NUMBER (OFFICE) (318) 433-6321 (AREA CODE)
PROJECT PERIOD July, 1972 (Month and Year Began) TO June, 1973 (Month and Year Federal Funding to be Terminated.)
NAME(S) AND POSITION(S) OF PERSON(S) COMPLETING THIS FORM:
Ray D. Molo - Project Director
SIGNATURE OF SUPERINTENDENT OR APPLICANT'S SCHOOL DISTRICT:

CHECK ONE: [X] The total project is presented for nomination.
[ ] Only the following component(s) or practice(s) are presented for nomination: _____

This Section is to be completed by the SEA

[ ] This project is nominated for validation.
[ ] This project is not nominated for validation.

Signature of Appropriate SEA Official:
Name and Title

I. INNOVATIVENESS

INNOVATIVE MEANS ORIGINAL, UNCOMMON, AND CREATIVE, AND FOR THE VALIDATION PROCESS, A PRACTICE OR ANY MAJOR COMPONENT OF IT MUST ONLY BE FOUND IN LESS THAN FIVE PERCENT OF THE STATE'S SCHOOL SYSTEM

1. Please check the one item below that most accurately characterizes the innovative nature of this project:

a. ☐ Product: (products, e.g., instructional materials, videotapes, learning machines, software/hardware, etc., are considered integral to the innovative character of the project)

b. ☐ Practice(s): (particular practices, e.g., pre/in-service training, youth-tutoring-youth, etc., are considered integral to the innovative character of the project)

c. ☐ Procedures: (special processes, e.g., systems approaches, decision-making models, organizational development, etc., are considered integral to the project)

d. ☐ Staff Configuration: (staff development and differentiation of function, e.g., staff student ratios, use of aides, paraprofessionals, volunteers, private school personnel, etc., are considered integral to the innovative character of the project)

e. ☐ Unusual Applications: (utilization of traditional materials and/or equipment are considered integral to the innovative character of the project)

f. [X] Educational Climate: (facilities, staff student interaction patterns, unusual equipment, uniquely trained leadership, etc., are considered integral to the innovative character of the project)

g. ☐ Combinations: (combinations of two or more of the preceding six items. Please list items:)

_____

_____

_____

2. In the appropriate space, (a. Local Project Staff or b. SEA Staff) please describe the innovative thrust(s) of the project and justify with supporting evidence the selection of the innovative item checked in the preceding question.

a. Local Project Staff:

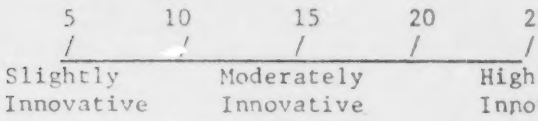
The overall purpose of the project was to provide appropriate educational opportunities for students with learning difficulties. The special classes were designed for students having average or above average intelligence, but who were performing below expected levels in a regular classroom type of program.

Initially plans called for three types of classes in which instruction would be offered for varying amounts of time, ranging from all day to two hours a day, depending on the degree of remediation required by the student. This approach was, however, discarded in favor of a resource teacher approach which added the dimension of flexability required for complete individualization of instruction.

It is felt that the flexability feature of the project has brought about a change in the educational climate for the students participating in the project, thus justifying the selection of the category of educational climate as the major innovative thrust of the project.

b. SEA Staff:

3. Please rate on the scale below the extent of innovativeness of the nominated practice(s). In order for a practice(s) to receive a rating of 20 points or more, that practice(s) must not be found in more than five percent of the school districts in the State.



Project Self Rating	SEA Rating
25	

(This rating is also the subtotal for this criterion)

II. EFFECTIVENESS/SUCCESS

EFFECTIVENESS/SUCCESS MEANS ALL OR MOST PROJECT OBJECTIVES HAVE BEEN ATTAINED AND THE PERFORMANCE OF THE LEARNER HAS BEEN SIGNIFICANTLY IMPROVED.

1. Basic Information (Relating evaluation procedure, instrumentation, data treatment, and findings and conclusions to process and outcome objectives.)

List your learner oriented major objectives--one in each box in column one. Add more boxes to the table if needed. Describe your evaluation procedure for each objective in the corresponding box in column two. Attach and identify by objective all instruments used to assess that objective. If the same procedure or instrument was used to assess more than one objective, write, "Same procedure or same instrument as in..." and give the number of the objective where this procedure or instrument was first described. Describe your statistical data treatment for data collected for each objective in the corresponding box in column three. If the same statistical data treatment was used before, write, "Same treatment as in..." and give the number of the objective where this data treatment was first described. Summarize your findings and draw your conclusions for each objective in the corresponding box in column four. Reference your evidence in the column.

Major Objectives	Evaluation procedures including instrumentation	Data analysis and treatment	Findings and conclusions	Reference where evidence for column 4 may be found
1	2	3	4	5
Objective #1	Comparison of pre and post test results on reading subtest of WRAT	Compilation of test results by percentile bands and notation of percentage of reduction in lowest band.	Stated objectives were accomplished. Objective called for reduction of 13 students scoring below 12th %tile 55 less students were recorded on the post test as scoring in this band indicated accomplishment of the objective	Progress and evaluation report - First operational period. 1971-72 School Year.
~~Objective #2~~				

1	2	3	4	5
Objective #2	Comparison of pre and post test results of arithmetic subtest of WRAT	Same as in Objective #1	Objective called for a reduction of 8 students scoring in the 1st - 12th %tile band. The fact that 24 less scored in this %tile band on the post test indicated accomplishment of the objective	Same as in objectives number one and two.
Objective #3	Comparison of pre and post test results of spelling subtest of WRAT	Same as in objectives numbers 1 and 2	Objectives called for a reduction of 14 students scoring in the 1st-12th %tile band. The fact that 24 less students scored in this band on the post test indicated accomplishment of the objective.	
Objective #4	Attendance records of ten day in-service training session.	Compilation of records	All teachers conducting classes in the project attending the in-service program which indicated accomplishment of the objective.	Same as above.
Objective #5	Comparison of pre and post test results of locally prepared test instrument. (copy attached)	Compilation of results and application of t test for significant difference in scores.	Magnitude of t ratio significant beyond .01 level of confidence.	Same as above.

2. [illegible] proportion of the major objectives listed in column 1 of basic information, pages 26 - 27, are stated in measurable terms? (i.e., the stated objectives specify what the learner will be able to do, to what extent and conditions)

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Few or none in measurable terms — About half in measurable terms — All objectives in measurable terms

Comments and Evidence:

Refer to column 1 pp. 26 - 27. All objectives are stated in measurable terms.

3. Based upon your analysis of the baseline data, the characteristics of the learner, and the purposes of the project, what proportion of the expected performance levels (as indicated in the objectives) are realistic?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Few or none are realistic — About half realistic — All realistic

Comments and Evidence.

Refer to column 4 pp. 26 - 27. All objectives for the first year of operation were accomplished.

4. To what extent are the evaluation procedures appropriate to project objectives, to project activities, and to the characteristics of the learners?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Few procedures appropriate — About half appropriate — Most if not all appropriate

Comments and Evidence:

Objectives were designed to meet the needs of students of average or above average ability who were performing below expectations.

5. What percentage of the major objectives have related and identified data gathering techniques or instruments?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

0-20% 21-40% 41-60% 61-80% 81-100%

Comments and Evidence:

Refer to column 2 pp. 26 - 27. All major objectives have identified data gathering techniques or instruments.

6. Are the instruments used to measure the major objectives valid for the purposes for which they were used?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

Few valid — About half valid — All valid

Comments and Evidence:

Standardized Wide Range Achievement Tests have established validity. (see p. 15 of WRAT Manual) Content validity was established on locally prepared in-service test instrument.

7. Are the instruments used to measure the major objectives reliable for the purposes for which they were used?

Project Self Rating	SEA Rating
3	

1 2 3 4 5

Few reliable — About half reliable — All reliable

Comments and Evidence:

WRAT reliability coefficients range from .90 to .95 for each sub-test with an average reliability of .93. (see pp. 12-14 of WRAT Manual)

No reliability coefficients were computed for locally prepared in-service test instrument.

8. To what extent were personnel administering the instruments qualified to administer the instruments?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

Few qualified — About half qualified — All qualified

Comments and Evidence:

All staff personnel were certified and received in-service training on the administration of the instrument involved.

9. To what extent is ~~data processing i.e.,~~ the processing of data scoring, data verification and editing, data organization, tabulation, appropriate in scope and format to the kinds of analysis and summarization needed to determine effectiveness/success?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

Few — Some — Most — Nearly all — All

Comments and Evidence:

Use of percentile band analysis is an accepted indicator of change procedure.

Use of t test for significant differences in an accepted procedure for determining differences in mean scores.

10. How would you assess the accuracy of data processing i.e., scoring,data verification and editing, data organization,and tabulation?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

Many human errors — Some human errors — Little or no human errors

Comments and Evidence:

Data tabulation was checked and accuracy of data verified.

11. How extensively were the collected data analyzed i.e., did the project staff use a wide range of appropriate descriptive, inferential, and casual comparative analysis techniques?

Project Self Rating	SEA Rating
3	

1 2 3 4 5

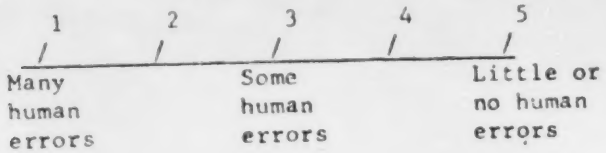
Not extensively analyzed — Somewhat extensively analyzed — Very extensively analyzed

Comments and Evidence:

No inferential techniques were employed.

12. How accurately were the data analyzed?

Project Self Rating	SEA Rating
5	

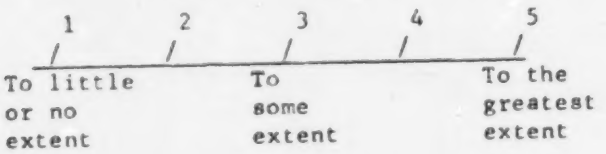


Comments and Evidence:

Standard analysis techniques were applied.

13. To what extent are conclusions supported by data (evidence) collected?

Project Self Rating	SEA Rating
5	



Comments and Evidence:

All conclusions were supported by data.

14. To what extent does the project evaluation contain acceptable evidence that the performance of the participants was significantly improved?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Practically none — To some extent — To the greatest extent

Comments and Evidence:

Refer to column 4 pp. 26 - 27. All project objectives were accomplished.

15. On the basis of the objectives, i.e., anticipated outcomes, does the evaluation evidence indicate that the project activities have effectively improved participant behavior at the stated expectancy levels? ~~(i.e., 100% congruence between expectancy levels and actual outcomes)~~

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Less than 70% — 70-~~98%~~ 79% — 80-89% — 90-99% — 100%

Comments and Evidence:

Refer to column 4 pp. 26 - 27. All expectancy levels were exceeded.

16. To what extent does the evaluation report relate the findings to the project objectives?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

Do not relate findings — Relates some findings — Relates all findings

Comments and Evidence:

Report is written in terms of stated objectives.

17. To what extent does the evaluation design provide base-line data where needed to determine significant performance levels of participants?

Project Self Rating	SEA Rating
5	

1 2 3 4 5

To practically no extent — To some extent — To practically all if not to all extent

Comments and Evidence:

Base line data was collected for all objectives with the exception of the objective dealing with teacher attendance at in-service training sessions.

18. To what extent was the evaluation carried out according to the approved evaluation design?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

Practically to no extent — To some extent — To practically all if not to all extent

Comments and Evidence:

The design was followed in applying evaluative criteria.

Subtotal points (Add your ratings from items 2 - 18 and enter your sum in the space provided.)

Project Self Rating	SEA Rating
81	

III. COST EFFECTIVENESS ANALYSIS/ECONOMICAL

A PRACTICE IS CONSIDERED TO BE COST-EFFECTIVE WHEN IT CAN BE ESTABLISHED THAT THE PROGRAM'S BENEFITS AND/OR SOCIAL VALUE ARE PROPORTIONAL TO THE COST OF OPERATION OVER A PERIOD OF TIME

1. Basic Information

	Equipment		Materials		Facilities		Staff Development *		Remodeling		Personnel			
		Percent		Percent		Percent		Percent		Percent	Professional		Non-Professional	
	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	# FTE	Amount	# FTE
a. Planning														
Regularly provided by and cost borne by LEA...														
Addition to regular provision and cost borne by Title III.....			9.00	100			7,933	100			6,370	½	2,106	½
Addition to regular provision and cost borne by other resources.....														
TOTAL OF COLUMN	$		$ 9.00		$		$ 7,933		$		$ 6,370		$ 2,106	

LEA Per Participant Expenditure (Excluding additional Costs)---------- (NA)
Number of Participants Served by Project---------- (NA)
Average number of hours per Participant ~~served~~ ---------- (NA)

(Planning Grant)

* Includes contracted services, travel, and other expenses.

	Equipment		Materials		Facilities		Staff * Development		Remodeling		Personnel Professional		Personnel Non-Professional	
	Amount	Percent of Col.	Amount	Percent of Col.	Amount	Percent of Col.	Amount	Percent of Col.	Amount	Percent of Col.	Amount	# FTE	Amount	# FTE
b. First Year														
Regularly provided by and cost borne by LEA...														
Addition to regular provision and cost borne by Title III.....	6,345		24,143	100			7,771	100			154,297	15	5,723	1
Addition to regular provision and cost borne by other resources.....														
TOTAL OF COLUMN	$6,345		$24,143		$		$7,771		$		$154,297	15	$5,723	1

LEA Per Participant Expenditure (Excluding additional Costs)---------- $756)
Number of Participants Served by Project---------- (262)
Average Number of hours per Participant served ---------- (270)

* Includes contracted service, travel and other expenses.

c. Second Year

	Equipment Amount	Equipment Percent of Col.	Materials Amount	Materials Percent of Col.	Facilities Amount	Facilities Percent of Col.	Staff Development * Amount	Staff Development * Percent of Col.	Remodeling Amount	Remodeling Percent of Col.	Personnel Professional Amount	Personnel Professional # FTE	Personnel Non-Professional Amount	Personnel Non-Professional # FTE
Regularly provided by and cost borne by LEA..														
Addition to regular provision and cost borne by Title III.....			21,000	100			6,040	100			171,180	100	6,480	100
Addition to regular provision and cost borne by other resources.....														
TOTAL OF COLUMN	$		$ 21,000		$		$ 6,040		$		$171,180		$ 6,480	

LEA Per Participant Expenditure (Excluding additional Costs)---------- ($739)
Number of Participants Served by Project---------- (277)
Average Number of hours per Participant served ---------- (270)

* Includes contracted services, travel and other expenses.

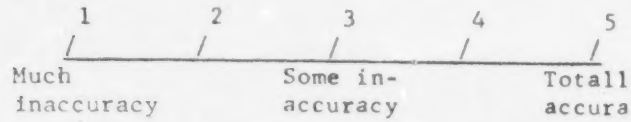
	Equipment		Materials		Facilities		Staff Development		Remodeling		Personnel			
		Percent		Percent		Percent		Percent		Percent	Professional		Non-Professional	
	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	# FTE	Amount	# FTE
d. Third Year														
Regularly provided by and cost borne by LEA..														
Addition to regular provision and cost borne by Title III.....														
Addition to regular provision and cost borne by other resources.....														
TOTAL OF COLUMN	$		$		$		$		$		$		$	

LEA Per Participant Expenditure (Excluding additional Costs)----------( )
Number of Participants Served by Project----------( )
Average Number of hours per Participant served----------( )

	Equipment		Materials		Facilities		Staff Development		Remodeling		Personnel			
		Percent		Percent		Percent		Percent		Percent	Professional		Non-Professional	
	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	of Col.	Amount	# FTE	Amount	# FTE
e. Fourth Year														
Regularly provided by and cost borne by LEA..														
Addition to regular provision and cost borne by Title III.....														
Addition to regular provision and cost borne by other resources.....														
TOTAL OF COLUMN	$		$		$		$		$		$		$	

LEA Per Participant Expenditure (Excluding additional Costs)----------( )
Number of Participants Served by Project----------( )
Average number of hours per participant served----------( )

2. How would you rate the accuracy of the data presented in "Basic Information", pages 37 - 41.



Project Self Rating	SEA Rating
5	

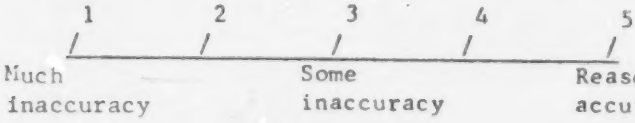
Comments and Evidence:

Data based on project expenditure reports and proposed budget summary (second year of operation).

3. Give the cost breakdowns by developmental cost, installation (start up) cost, and continuation cost.

(a) Estimated developmental cost.....$ 16,418
(b) Estimated start up or installation cost if a LEA is to replicate your project.....$ 6,345
(c) Estimated continuation cost (excluding developmental and installation cost).....$204,700

How would you rate the accuracy of the developmental, installation, and continuation of the data presented?



Project Self Rating	SEA Rating
5	

Comments and Evidence:

Data based on expenditure reports.

4. What is the probability that by the end of the project, the cost for this operation can be absorbed by reallocation of existing funds?

Project Self Rating	SEA Rating
5	

1 / 2 / 3 / 4 / 5

No probability — Some probability — High probability

Comments and Evidence:

With the passage of Act 368 in the 1972 State Legislature and the proposed funding of same in the 1973 State Legislature and appropriations related thereto, it is highly probable that the project costs will be absorbed.

5. What is the probability that by the end of the project, this operation can replace related current operation?

Project Self Rating	SEA Rating
1	

1 / 2 / 3 / 4 / 5

No probability — Some probability — High probability

Comments and Evidence:

The project is supplementary in nature and not intended to supplant related current operation.

6. Consider "effectiveness" as the rating given on the project's ability to meet the predetermined performance levels of the objectives. Consider "cost" as the increased cost from the current per pupil expenditure in the district for the maintenance of the project. On the grid below rate the project for effectiveness and cost: Check the box which best describes this project and enter the score in the space to the right:

Concern for effectiveness ↓			
High effectiveness low cost 8	High effectiveness moderate cost 6	High effectiveness high cost X 4
Moderate effectiveness low cost 6	Moderate effectiveness moderate cost 4	Moderate effectiveness high cost 2
Low effectiveness low cost 4	Low effectiveness moderate cost 2	Low effectiveness high cost 0

Concern for Cost →

Project Self Rating	SEA Rating
4	

Comments - Evidence

See Cost-Effective Analysis Table, page 38 and 39

"LEA per participant expenditure".

7. In your opinion do the total results (practice benefits) of the project justify the costs?

Yes X (10) No ____ (0)

Comments - evidence

See column 4, pp. 26 - 27.

Project Self Rating	SEA Rating
10	

8. Subtotal points (Add your ratings in items 2 through 7 and enter the sum in the space provided.)

Project Self Rating	SEA Rating
30	

IV. EXPORTABILITY

A PRACTICE IS EXPORTABLE WHEN IT IS ESTABLISHED THAT IT IS FEASIBLE TO COMMUNICATE THE PRACTICE TO OTHER SCHOOL DISTRICTS WITH SIMILAR NEEDS AND ENVIRONMENTS

1. Will this practice be continued for at least two more years if selected for National recognition?

1	2	3	4	5
Will not be Continued	Might be Continued	Likely to be Cont.	More than Likely to be Cont.	Will be Continued

Project Self Rating	SEA Rating
5	

Comments and Evidence:

State Department of Education has verbally committed itself for continuation under Act 368.

2. Do other school districts in the State have a need for such a practice?

1	2	3	4	5
Needed by Few or No Other District		Needed by Some Districts		Needed by Almost All if Not All Districts

Project Self Rating	SEA Rating
5	

Comments and Evidence:

The success of the program has established the appropriateness of this approach and would be needed by other districts facing similar problems.

3. What is the extent of support of lay citizens of the community for this project?

1	2	3	4	5
Little or No Support		Moderate Support		Wide Support

Project Self Rating	SEA Rating
5	

Comments and Evidence:

This project has proved to be a highly popular program, especially with the parents of participating students.

4. To what extent does the project contain comprehensive and accurate descriptions of the characteristics of the learner that are critical to the successful replication of the practice ?

1	2	3	4	5
Little or No Documentation		Adequate Documentation		Extensive Documentation

Project Self Rating	SEA Rating
5	

Comments and Evidence:

The original report on the planning grant furnishes extensive documentation of learner characteristics.

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

7. To what extent is the documentation of project's results responsive to project replication?

1	2	3	4	5
Least Responsive		Moderately Responsive		Entirely Responsive

Project Self Rating	SEA Rating
5	

Comments and Evidence:

The results are of such a nature that responsiveness to replication can be assumed.

8. To what extent does the project contain process specifications and process evaluation data critical to the replication of the project?

1	2	3	4	5
Little or no Documentation		Adequate Documentation		Extensive Documentation

Project Self Rating	SEA Rating
3	

Comments and Evidence:

Evaluation data was aimed primarily at assessing learner outcomes rather than process outcomes. There is, however, an adequate description of procedural processes.

9. Does the extent of project's requirement for specialized staff detract from the potential for adoption by other districts?

1	2	3	4	5
Many Specialized Staff Needed		Some Specialized Staff Needed		Few or No Specialized Staff Needed

Project Self Rating	SEA Rating
4	

Comments and Evidence:

Teachers with in-service experience and training have been quite effective in carrying out the project.

10. Does the cost for staff training detract from the potential for adoption by other districts?

1	2	3	4	5
High Cost		Moderate Cost		Little or no Cost

Project Self Rating	SEA Rating
4	

Comments and Evidence:

Costs for in-service training were considered to be moderate. (Approximately $233 per teacher.)

11. Does the reproducibility of the instructional materials and equipment used or developed in the project detract from the potential for adoption by other districts?

1	2	3	4	5
Give it Little Chance for Adoption		Give it Moderate Chance for Adoption		Give it High Chance for Adoption

Project Self Rating	SEA Rating
5	

Comments and Evidence:

Most materials are available o the commercial market.

12. Do the types, amount and cost for special instructional materials not produced by the project detract from the potential for adoption by other districts?

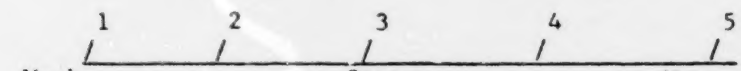
1	2	3	4	5
Much Expensive Material Needed		Some Expensive Materials Needed		No Expensive Materials Needed

Project Self Rating	SEA Rating
5	

Comments and Evidence:

This rating is based on the fact that instructional materials are of a general nature. Although considerable material costs were involved, a selection process is possible which would lend itself adapting to local needs.

13. Does the amount and cost for special equipment needed detract from the potential for adoption by other districts?



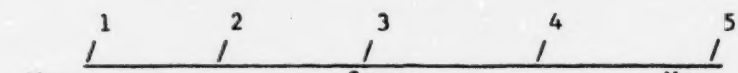
Much expensive equipment needed — Some expensive equipment needed — No expensive equipment needed

Project Self Rated	SEA Rating
5	

Comments and Evidence:

No special equipment other than projection equipment is needed.

14. Does the need for unique facilities detract from the potential for adoption by other district?



Many unique facilities needed — Some unique facilities needed — No unique facilities needed

Project Self Rated	SEA Rating
5	

Comments and Evidence:

Regular classrooms can be adapted to house project activities.

15. To what extent does the project document the expected and unexpected constraints or problems met and solved?

1	2	3	4	5
No documentation		Adequate documentation		Extensive documentation

Project Self Rating	SEA Rating
5	

Comments and Evidence:

A redirection of the approach initially planned is documented.

Sub total points (add your ratings in items 1 through 15 and enter your sum in the space provided).

Project Self Rating	SEA Rating
67	

V. Major Criteria Ratings: Summary Findings

NOTE: Take the sub-total from each of the four criterion items from the previous sections and apply it to the appropriate scales below. Take the score on which your sub-total rating falls and record it in the appropriate column to the right.

a. Innovativeness

SCORE	5	10	15	20	25
Subtotal Rating	5	10	15	20	25
	Slightly Innovative		Moderately Innovative		Highly Innovative

b. Effectiveness/Success

SCORE	5	10	15	20	25
Subtotal Rating	(0-18)	(19-36)	37-54)	(55-72)	(73-85)

c. Cost-Effectiveness Analysis/Economical

SCORE	5	10	15	20	25
Subtotal Rating	(Less than 10)	(11-17)	(18-24)	(25-31)	(32-38)

d. Exportability

SCORE	5	10	15	20	25
Subtotal Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)

	SCORES	
	Project Self Rating	SEA Rating
a. Innovativeness	25	
b. Effectiveness/Success	25	
c. Cost-Effectiveness Analysis/Economical	20	
d. Exportability	25	
GRAND TOTAL	95	

Projects will not be nominated for validation unless they have a minimum of 20 points on each subscore and a minimum of 80 total points.

Please provide a one page typewritten narrative statement covering any areas not addressed in the preceding questions.